

	Autumn 1 – Conflict – cause and consequence (WW1) weeks	Autumn 2 – A significant turning point in British history (WW2) weeks	Spring 1 – Fairtrade weeks	Spring 2 – Revision, Revision, Revision A local study weeks	Summer 1 – SATs and PGL weeks	Summer 2 – Production and secondary transition
Trips / Visits		Bletchly Park Shakespeare at the Wyllotts Theatre	Church visit – St.Pauls	Harry Potter Studios	PGL – Osmington Bay	Junior Citizen
English Key text • genres • grammar	<p>Year 5 consolidation unit (due to COVID – 19)</p> <p>Grammar – Year 5 consolidation unit. See separate overview.</p> <p>Reading 5 consolidation unit – see separate overview.</p> <p>All about me – Autobiographies and Biographies. People who inspire me</p> <p>Poetry and Imagery from WW1 – Wilfred Owen</p> <p>Write poems that convey an image (simile, word play, rhyme, personification and metaphor)</p> <p>Journalistic writing – Life in the trenches, armistice day – the football match on Christmas Day, outbreak of the war</p> <p>Letter writing – Letter from home to the front, letters from the front home</p>	<p>Fiction Writing – Stories from WW2 (Blitz) Goodnight Mr Tom</p> <p>Instructions – writing a recipe during rationing (weekly meal plan)</p> <p>Diary writing – Letters from home, evacuation</p> <p>Shakespeare Unit - ? Precis a text</p> <p>Reading comprehension Test Grammar Test Target Reviews</p> <p>Grammar (see separate overview)</p> <p>Reading (see separate overview)</p>	<p>Fiction unit – Kensuke’s Kingdom</p> <p>Letter writing/postcards, narrative, diaries</p> <p>Non-chronological reports linked to fair trade geography topic</p> <p>Playscripts – an adaption of a well-known classic narrative.</p> <p>Non-fiction - connected to fair trade topic</p> <p>Information text – research about gibbons and produce an information text (linked to Kensuke’s Kingdom)</p> <p>Reading comprehension test Grammar test Target reviews</p> <p>Grammar (see separate overview)</p> <p>Reading (see separate overview)</p>	<p>Revision unit, including character descriptions, instructions, persuasive writing, letters, play scripts, non-chronological reports and recounts</p> <p>Fiction unit – Harry Potter</p> <p>Persuasive writing – letters</p> <p>Grammar (see separate overview)</p> <p>Reading (see separate overview)</p> <p><i>(Focus of the revision sessions may change when new materials and sample papers for SATs 2021 are released)</i></p>	<p>Continuation of Harry Potter revision unit</p> <p>SATs revision – descriptive writing, newspapers, story writing, non-fiction writing</p> <p>Focused writing workshops – working towards age related</p> <p>Discreet grammar revision</p> <p>Reading (see separate overview)</p> <p><i>(Focus of the revision sessions may change when new materials and sample papers for SATs 2021 are released)</i></p>	<p>Dramatic conventions – script writing and editing</p> <p>Performance</p> <p>Transition units for Secondary school</p>

<p>Maths</p> <ul style="list-style-type: none"> • number • concept 	<p>Year 5 consolidation unit (due to COVID-19)</p> <p>Place Value Decimals and x by 10 ,100, 1000 Four Operations Addition, subtraction and formal x and divide. Primes factors multiples</p> <p>Geometry 2D shapes, 3D shapes, nets.</p> <p>Reasoning – explanations of answers Mental Arithmetic - teaching strategies</p>	<p>Long Division Fractions Decimals Percentages Factors and Multiples Angles Coordinates Reflection</p> <p>Reasoning – explanations of answers Mental Arithmetic - teaching strategies</p>	<p>Time Word problems Area and perimeter Money Measuring, scales mass Volume</p> <p>Reasoning – explanations of answers Mental Arithmetic - teaching strategies</p>	<p>Revision Units for SATs based on graphing and analysis of test results in order to plug any gaps needed</p> <p>Personalised revision plan for all students</p> <p>Reasoning – explanations of answers Mental Arithmetic - teaching strategies</p> <p><i>(Focus of the revision sessions may change when new materials and sample papers for SATs 2020 are released)</i></p>	<p>Revision Units for SATs based on graphing and analysis of test results in order to plug any gaps needed</p> <p>Personalised revision plan for all students</p> <p><i>(Focus of the revision sessions may change when new materials and sample papers for SATs 2020 are released)</i></p>	<p>Investigations Problem solving Real life mathematics Money</p> <p>Transition units for Secondary school</p>
<p>Science</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Body Pump Impact of diet and exercise and drugs. Heart and circulation (blood vessels and blood). Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>Body Health Data logging – data records explanation</p> <p>Healthy eating and a balanced diet</p> <p>Investigating the nutritional value of foods</p> <p>Predictions – graphs, explanation text. Recording data. Taking measurements – accuracy, precision.</p>	<p>Everything Changes Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago. Identify how animals and plants adapted to suit their environment in different ways and that adaptation may lead to evolution. Recognise that living things produce offspring of the same kind, but sometimes offspring vary and are not identical to their parents.</p>	<p>Light Up You World Recognise that light appears to travel in straight lines</p> <p>Use this idea to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects then our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the object which is cast. Investigate how to change the size of a shadow</p>	<p>Danger – Low Voltage Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p>The Nature Library Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>



<p>Computing</p> <ul style="list-style-type: none">• knowledge• skills	<p>E-safety: Google It's cool to be kind</p>	<p>Digital Literacy: Explore a topic with research and collaboration</p>	<p>Coding: scratch maths Building with numbers</p>	<p>Coding: Scratch memory game</p>	<p>Digital Literacy: Childnet video competition</p>	<p>Excel spreadsheets</p>
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<p>History</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Conflict – Cause and Consequence (WW1) – cause and effect of WW1 on different countries including UK, Germany and rest of Europe. Implication of Treaty of Versailles and the lead up to WW2</p> <ul style="list-style-type: none"> - Use sources of evidence to deduce information about the past. - Use dates and terms accurately in describing events. - Use appropriate historical vocabulary to communicate - Use literacy and computing skills to communicate information - Understand cause and consequence - Understand methods of historical enquiry, including how evidence is used rigorously to make historical claims 	<p>A significant turning point in British history (WW2) – Changes in Germany from WW1 to WW2 – rise of Hitler and use of propaganda as a means of indoctrination. UK response to WW2 – Make do and mend Home Front effort.</p> <ul style="list-style-type: none"> - Select suitable sources of evidence, giving reasons for choices. - Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - Identify periods of rapid change in history and contrast them with times of relatively little change. - Use original ways to present information and ideas. 				
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<p>Geography</p> <ul style="list-style-type: none"> • knowledge • skills 			<p>Fair Trade</p> <p>How Fair trade is working towards a living income for farm workers - cocoa, coffee, cotton</p> <p>Human geography - types of settlement and how the land is used in cocoa , cotton and coffee farming</p> <p>Economic activity and trade links to other countries</p> <p>Map skills - locating countries where cotton, cocoa, coffee for example, is grown. Use maps and atlases to identify human and physical features.</p> <p>Developing questioning and investigative skills - looking at images of settlements of cocoa, cotton and coffee farmers; what do the images tell us/what do we want to find out more about?</p> <p>Looking at land use from different scales - atlas maps, aerial images, zoomed in images.</p>	<p>A Local Study - a study of the local area. Compare to another European country.</p> <p>Map skills Use maps, atlases, globes and digital mapping to locate countries in Europe and describe human and physical features and land use patterns. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and digital technologies.</p> <p>Compare similarities and differences between local area and other European region.</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Name and Locate countries, cities, regions and features of the UK</p>	<p>School Journey – Understand the importance of orienteering, coasts, the impact of weathering, landscape, transport and regional features of Osmington Bay.</p> <p>Name and Locate regions and features of the UK (Dorset)</p>	-
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<p>Art</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>WW1 Art – Model Soldiers To create a 3D model soldier using modelling wire and art roc</p> <ul style="list-style-type: none"> - Use frameworks (such as wire or moulds) to provide stability and form - Use a choice of techniques to depict movement, perspective, shadows and refection. - Use overlapping and layering to create images and represent textures - Use mouldable materials to create a 3D model <p>WW1 Art – Lord Kitchener To know who Lord Kitchener was, his role in WW1 and the purpose and impact of his posters.</p> <ul style="list-style-type: none"> - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Use a variety of techniques to add interesting effects. - Use lines to represent movements. - Use the qualities of pastels paint to create visually interesting pieces. - Combine colours, tones and tints to enhance the mood of a piece. 	<p>WW2 Art – Images of the Blitz Create striking images of the Blitz using silhouettes and pastels/chalk Use water colours to create image of ‘No Man’s Land.’</p> <ul style="list-style-type: none"> - Use a range of visual elements to reflect the purpose of the work - Build up layers of colours - Combine colours, tones and tints to enhance the mood of a piece 	<p>Silk Paintings – Kensuke’s Kingdom Create a scene from the book on silk to hang as a stained glass window</p> <ul style="list-style-type: none"> - Sketch (lightly) before painting to combine line and colour - Create a colour palette based upon colours observed in the natural or built world - Show precision in techniques - Show awareness of scale and proportion - Represent foreground and background 	<p>Learn about the great artists – Picasso Create Picasso inspired abstract piece of work based on ‘The Woman with Two Faces’</p> <ul style="list-style-type: none"> -Use sketch books to collect, record, review and evaluate ideas -Improve mastery of techniques such as drawing, sketching and using pastels as a form of media. 		
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<p>Design Tech</p> <ul style="list-style-type: none"> • knowledge • skills 		<p>Food - WW2 - Rationing – Follow a recipe to cook a WW2 meal/cake</p> <ul style="list-style-type: none"> - Select and prepare foods for a particular purpose - Weigh and measure using scales - Join and combine food ingredients appropriately e.g. beating, rubbing in <p>Construction – WW2 – Design and make an Anderson shelter to withstand pressure and force (Accurate models to scale, large scale models).</p> <ul style="list-style-type: none"> - Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms - Cut strip wood, dowel, square section wood accurately to 1mm - Use the design criteria to inform their decisions about ways to proceed - Justify their decisions about materials and methods of construction - Reflect on their work using design criteria stating how well the design fits the needs of the user - Identify what does and does not work in the product. - Make suggestions as how their design could be improved 				<p>Biscuit Project</p> <p>Design and make biscuits and appropriate packaging</p> <ul style="list-style-type: none"> - Measure accurately and calculate ratios of ingredients to scale up or down from a recipe - Demonstrate a range of baking and cooking techniques - Create and refine recipes, including ingredients, methods, cooking times and temperatures - Design with the user in mind, motivated by the service a product will offer (rather than simply for profit) - Make products through stages of prototypes, making continual refinements. - Ensure products have a high quality finish, using art skills where appropriate.
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<p>PE</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Net and Wall Games – develop individual shots (Basketball - GSFS)</p> <p>Gymnastics – matching and mirroring</p>	<p>Dance – analysing and performing - GSFS</p> <p>Invasion Games - tactics (Hockey)</p>	<p>Gymnastics – counter balance - GSFS</p> <p>Invasion Games – attacking and defending (Tag Rugby)</p>	<p>Athletics - GSFS</p> <p>Swimming</p>	<p>Tennis - GSFS</p> <p>Swimming</p>	<p>Rounders and cricket - GSFS</p> <p>Swimming</p>
<p>Music</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>I'll Be There Michael Jackson's music and his influence on Pop music</p> <p>-Find pulse whilst listening to songs -Listen and identify different instruments being played -Use correct musical language to describe music and feelings towards it -Know, understand and demonstrate how pulse and rhythm work together Sing with an appropriate vocal range -Play a classroom instrument as part of a group and as solo, with increasing accuracy, fluency and maintaining an accurate pulse -Improvise and perform in solo and ensemble contexts -Create more complex rhythms and melodies and create own rhythmic patterns that lead to melodies -Play and perform in solo and ensemble contexts, using voices and playing musical instruments</p>	<p>Classroom Jazz 2 Jazz and improvisation</p> <p>The children will continue to build on the skills learnt from the previous half term</p>	<p>A New Year Carol Benjamin Britten's music</p>	<p>Happy Music that makes you happy</p>	<p>You've Got A Friend Carole King's music – her life as a composer. Friendship</p>	<p>Reflect, Rewind and Replay Listen to Western Classical Music. The language of music</p>
<p>RE</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Judaism Rosh Hashanah/Yom Kippur and Shabbat and the Jewish Home</p> <p>-Why Jews fast on Yom Kippur and the significance of Rosh Hashanah -The purpose of sounding the Shofar The symbols and traditions of Shabbat The rules by which observant Jews live always keep God in their</p>	<p>Buddhism The Buddhist Community</p> <p>-Just as Siddattha Gotama left his home and wealth, so Buddhist monks and nuns do the same in search of truth and happiness -The life of a monk/nun/priest -The symbols – robe, shaven head, attire</p>	<p>Islam The Hajj</p> <p>-The places visited and the historical events recalled on the Hajj have great spiritual meaning for individual pilgrims and for the Muslim community as a whole -The experiences of Hajj</p>	<p>Christianity Lent and Easter</p> <p>-Christian festivals and celebrations recall key events in Jesus's life -The events of Holly Week and Easter -Christians use the 4 weeks of Lent to focus on their spiritual development</p>	<p>Big Question</p> <p>How do we explain and cope with death and suffering?</p>	<p>Hinduism – The Hindu community and the Mandir</p> <p>-Hindu beliefs on God -The Mandir is the focus for devotion to God through Puja and festivals -The different practices and traditions of Hindus around the world</p>

	minds and hearts					
PSHE / Citizenship • knowledge • skills	Confident Relationships Feelings and Conflicts Pupils learn: -To identify different feelings that can overwhelm us -To accept our part in conflicts -To know the difference between positive, assertive and aggressive (Enfield scheme – Year 6 Relationships half term 2) P4C Theme – Emotions Events – Multicultural Week	Confident Relationships Resilience and perseverance Pupils learn: -That if at first they don't succeed it is worth trying again To recognize when they are using an excuse instead of finding a way around a problem -some problem solving strategies to explore different coping mechanisms -To discuss their feelings in relation to pressure -To look at the importance of exercise, sleep and diet during stressful times (Enfield scheme – Year 6 Relationships half term 1) P4C Theme – Mental Wellbeing Events – Anti-bullying Week Remembrance Day	Capable Health and Wellbeing Healthy minds Pupils learn: -What mental health is -About what can affect mental health and some ways of dealing with this -About some every day ways to look after mental health -About the stigma and discrimination that can surround mental health (Islington p.264-269) P4C Theme – Staying Safe Online Events – Safer Internet Day	Capable Health and Wellbeing Weighing up risk Pupils learn: -About the risks associated with using different drugs -About assessing the level of risk in different situations involving drug use -About ways to manage risk in situations involving drug use (Islington p.253-257) P4C Theme – Taking and Managing Risks Events – Sports Relief/Comic Relief	Caring Living in the Wider World British Values – Human Rights Pupils learn: -About people who have moved to Enfield/London from other places, (including the experience of refugees) -About human rights and the UN Convention on the Rights of the child -About homelessness P4C Theme – Human Rights	Caring Living in the Wider World RSE Relationship and sex education (See appendix A: RSE Scheme of Work outlined in the RSE policy) P4C Theme – Identity Events – Sports Day Values Parliament